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1947
Service Paper

The history of Radcliffe college.

Boston Univ. Sch. of Education
The History of Radcliffe
Service Paper
Submitted by
Cyril D. Norton

June 1947

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THE HISTORY OF RADCLIFFE COLLEGE

Service Paper

Submitted by

Cyril D. Norton

A.B. Harvard; LL.B. Suffolk Law School;
M.T. American Society of Medical Technicians

In partial fulfillment
of the requirements for the
Master of Education degree

June 1947

Gift of C.D. Norton
School of Education
Aug. 21, 1947
28547

First Reader Franklin C. Roberts, Professor of Education

Second Reader William H. Cartwright, Assistant Professor of Education

Third Reader _____

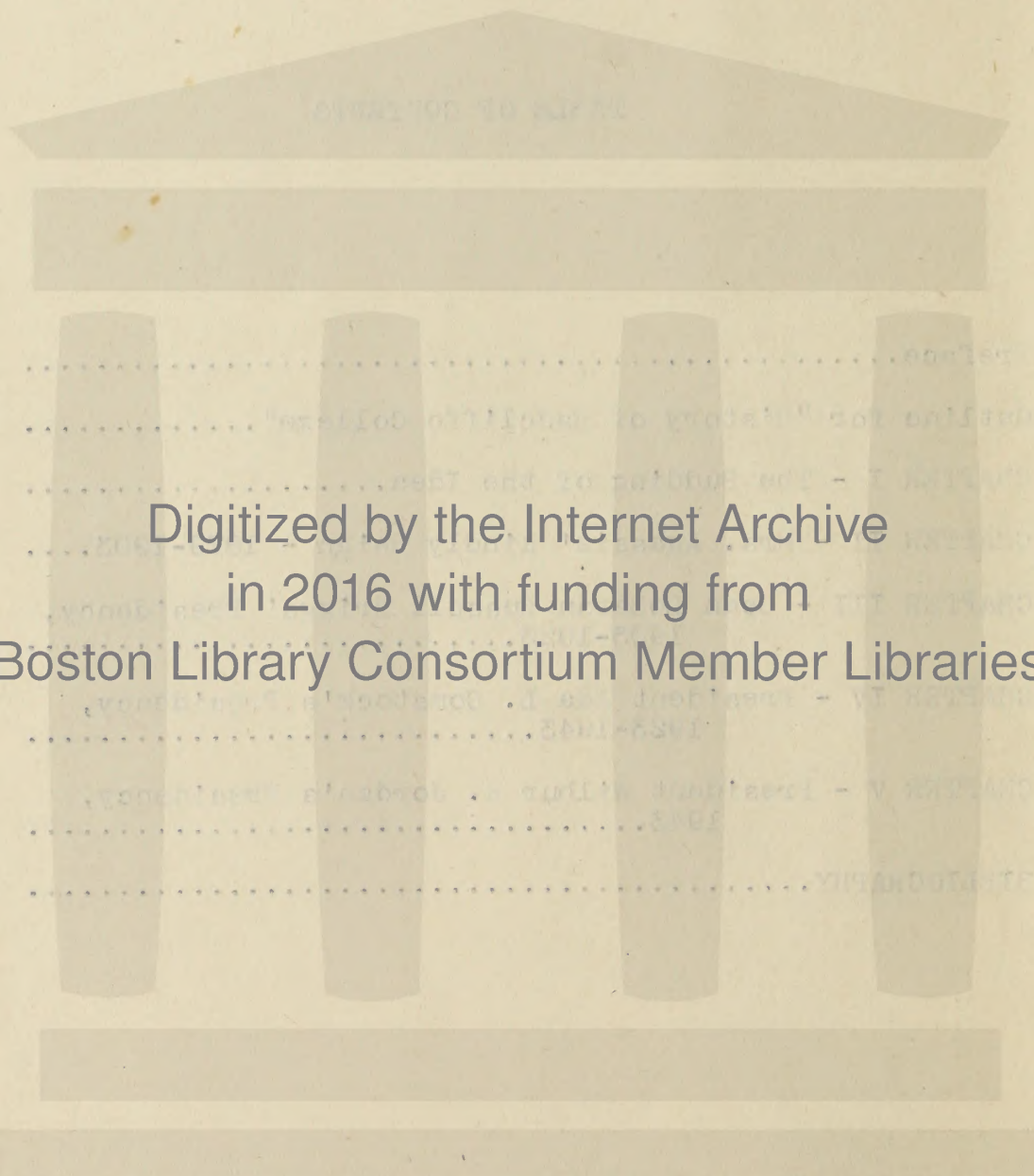
First Reader

Second Reader

Third Reader

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Preface to my
History of Radcliffe College

In my preface I merely wish to present the general scheme which I followed in planning my work, based on F. M. Fling's idea as to how one should go about this when dealing with history.¹ His seven points I have matched as indicated below:

Cyril D. Norton

- | | |
|--|---|
| 1. Choice of a problem. | The History of Radcliffe. |
| 2. Collection of material as evidence for its solution. | Material secured from pamphlets, tracts, the <u>Life of Mrs. Louis Agassiz</u> , and the official reports of presidents Ada L. Comstock and W. K. Parker of Radcliffe College, found at Boston Public Library, Boston, Mass., and Widener Library, Cambridge, Mass. |
| 3. Classification of material. | Sequential arrangement of material. |
| 4. Criticism of sources on the basis of genuineness, localization and independence. | All material consulted was unmistakably genuine. |
| 5. Establishment of facts. | Sources consulted were in agreement. |
| 6. Synthesis or grouping of facts for interpretation on the basis of cause and effect relationships. | As careful a selection of data as appeared pertinent. |
| 7. Exposition of findings. | An account of my findings told in as interesting a fashion as I am capable of, with added material from my own observation, and within my own knowledge. |

¹ F. L. Whitney, "The Elements of Research", Prentice Hall, Inc., N.Y.C., N.Y. 1946, Chapter VIII.

OUTLINE FOR "HISTORY OF RADCLIFFE COLLEGE"

CHAPTER I

The Budding of the Idea About 1876

- I Mrs. Gilman's first suggestion. (W. H. Wheeler - 1891)
 - (a) What prompted it.
 - (1) Mr. and Mrs. Gilman's daughter.
- II Mr. Gilman's early efforts (Radcliffe College 1879-1929 - Harvard University-Press - 1929.)
 - (a) Mr. Gilman a historian of note in his day.
 - (b) The three Harvard professors' reactions (Goodwin, Greenough, Child)
 - (1) Miss Abby Leach (An Acre of Education - Harvard University Press - 1938)
 - (2) Women attending Harvard lectures, summer courses, etc.
- III Steps taken toward forming a committee.
- IV Mrs. Agassiz chosen as first President (W. H. Wheeler - 1891)

CHAPTER II

Mrs. Agassiz' Kindly Reign - 1879 - 1903

- I Mrs. Agassiz' fitness for the position.
 - (a) Her "School for girls" 1856 (The Story of Fay House)
 - (b) Her personality.
- II Mrs. Agassiz' "Harvard girls" (An Acre of Education).
- III The original committee working with Mrs. Agassiz ("Life of Mrs. Agassiz", and W. H. Wheeler - 1891)

CHAPTER IV

The ending of the book about 1970

I. Mrs. Glimmer's first husband (1911-1917)

(a) What prompted her?

(1) In 1911 Mrs. Glimmer's daughter

II. Mrs. Glimmer's early years (1917-1925)
Harvard University Press - 1925

(a) Mrs. Glimmer's education of her day

(b) The three main professions: medicine (bookish),
Glimmer, and the

(1) Mrs. Glimmer's (a) and of education -
Harvard University Press - 1925

(2) Mrs. Glimmer's early education, and
Glimmer, etc.

III. Books taken forward from the collection

IV. Mrs. Glimmer's chosen as first husband (1911-1917)
1911

CHAPTER IV

Mrs. Glimmer's early years - 1917-1925

I. Mrs. Glimmer's first husband for the position

(a) Her school for "the" 1911 (the story of her
house)

(b) Her personality

II. Mrs. Glimmer's "early years" (a form of education)

III. The original collection with Mrs. Glimmer (1911-1917)
Mrs. Glimmer, and ... 1911

(a) The tuition problem.

(b) The amount raised (W. H. Wheeler - 1884)

IV The plan. (W. H. Wheeler - 1891)

(a) Subjects taught same as at Harvard.

(1) Faculty, the professors and instructors at Harvard.

(b) A legal corporation in 1882.

(1) Exams the same as at Harvard.

(2) Degree certificates granted of like value to Harvards' bachelor degree.

(c) Afternoon teas.

(1) Objects of teas.

V Radcliffe becomes Harvards' official "visitor" after 1894. Radcliffe papers, pps. 1-7 and "Life of Mrs. Agassiz," see bibliography.

(a) Could grant degrees thereafter with Harvard's seal.

(b) Mrs. Agassiz' renaming "The Society for the Collegiate Instruction of Women" with that of "Radcliffe College". ("Life of Mrs. Agassiz")

(1) Her reasons.

(c) Professors Wendell and Byerly argue on danger of Harvard becoming a co-ed college. (Harvard Monthly, Oct. 1899; Harvard Graduate Magazine, Dec. 1899.

VI Fay House. (The Story of Fay House, by Christina H. Baker)

(a) A brief chronology of the land, early buildings, and Fay House.

(b) An old epic on Fay House (An Acre of Education).

VII Resignation of Mrs. Agassiz, July 1899, effective Jan. 1, 1900 ("Life of Mrs. Agassiz").

(a) Remained Honorary President until May 26, 1903.

(b) Tribute paid her by Dean Briggs on her 80th birthday.

(a) The location of the house.

(b) The amount paid for the house (1894 - 1904).

IV. The plan. (a) The plan of the house (1894 - 1904).

(b) The plan of the house (1894 - 1904).

(c) The plan of the house (1894 - 1904).

(d) The plan of the house (1894 - 1904).

(e) The plan of the house (1894 - 1904).

(f) The plan of the house (1894 - 1904).

(g) The plan of the house (1894 - 1904).

(h) The plan of the house (1894 - 1904).

V. The house. (a) The house (1894 - 1904).

(b) The house (1894 - 1904).

(c) The house (1894 - 1904).

(d) The house (1894 - 1904).

(e) The house (1894 - 1904).

VI. The house. (a) The house (1894 - 1904).

(b) The house (1894 - 1904).

(c) The house (1894 - 1904).

VII. The house. (a) The house (1894 - 1904).

(b) The house (1894 - 1904).

(c) The house (1894 - 1904).

(c) Agassiz House completed 1905.

(d) Death of Mrs. Agassiz, June 27, 1907.

CHAPTER III

Dean LeBaron Russell Briggs Becomes President (1903-1923)

I General estimate of Dean Briggs (An Acre of Education).

(a) Approval by President Eliot (Radcliffe College
1879-1929, Harvard University Press, 1929)

(b) Professor Nelson's humorous one.

(c) Professor K.G.T. Webster's comment.

II Helen Keller, Radcliffe's most remarkable product. (An Acre of Education).

(a) Professor Copeland.

III President Lowell's tutorial system effecting Radcliffe
(An Acre of Education).

(a) Proportion of men teachers always large.

IV President (Dean) Briggs creed. (An Acre for Education).

(a) Professor Whiteheads definition of university life.

(b) Dean Briggs estimate of Radcliffe, Jan. 1929.
An Experiment in Faith - Radcliffe College,
Atlantic Monthly, Jan. 1929.

(c) Death of Dean Briggs, April 24, 1934 (President
Comstock's report, 1933-34)

V Robert Hillyer's estimate of Dean Briggs (Hillyer's poem,
p. 37 in An Acre of Education).

CHAPTER IV

President Ada L. Cornstock's Presidency, 1923 - 1943

I Background.

(a) Dean in 1923 at Smith College (Radcliffe College
1879 - 1929 - Harvard University Press, 1929.

- (c)
- (d)

CHAPTER IV

Dean Johnson

I General

(a)

(b)

(c)

II

(a)

III

(a)

IV

(a)

(b)

... ..

(c)

V

CHAPTER V

President

Background

(a)

- II Briggs' Hall 1924 (An Acre of Education).
- III Health activities. (Presidents report - 1927 - 1928)
 - (a) New Health activities.
 - (b) The barn.
- IV Educational activities. (Presidents report-1927 - 1928)
 - (a) The tutorial system.
 - (b) Fellowships.
 - (c) Joint support for teaching appointments.
 - (d) Limitation of undergraduates at Radcliffe
- V Curriculum requirements in the 1930s - Radcliffe papers, 1 - 7 - See Bibliography.
 - (a) The reading period.
- VI Graduate work on increase - Radcliffe papers, 1 - 7 - See Bibliography.
- VII Life after graduation - Radcliffe papers, 1 - 7 - See Bibliography.
- VIII The 50th Anniversary of Radcliffe College. (Presidential Report - 1928 - 1929)
- IX The success of Radcliffe as an experiment. An Experiment in Faith - Radcliffe College - by LeBaron R. Briggs Atlantic Monthly, January 1929.
- X Reports of the President - 1929 - 1943.

CHAPTER V

President W. K. Jordan

- I Background. (Journal of the American Assoc. of Univ. Women - Fall 1943, p. 33)
- II Reports of the President - 1943 - 1946.

17. Journal of the Royal Society of Medicine, 1934 - 1935.
18. Journal of the Royal Society of Medicine, 1935 - 1936.

(a) Journal of the Royal Society of Medicine, 1934 - 1935.
(b) Journal of the Royal Society of Medicine, 1935 - 1936.
(c) Journal of the Royal Society of Medicine, 1936 - 1937.

(d) Journal of the Royal Society of Medicine, 1937 - 1938.
(e) Journal of the Royal Society of Medicine, 1938 - 1939.
(f) Journal of the Royal Society of Medicine, 1939 - 1940.

(g) Journal of the Royal Society of Medicine, 1940 - 1941.
(h) Journal of the Royal Society of Medicine, 1941 - 1942.
(i) Journal of the Royal Society of Medicine, 1942 - 1943.

(j) Journal of the Royal Society of Medicine, 1943 - 1944.
(k) Journal of the Royal Society of Medicine, 1944 - 1945.
(l) Journal of the Royal Society of Medicine, 1945 - 1946.

(m) Journal of the Royal Society of Medicine, 1946 - 1947.
(n) Journal of the Royal Society of Medicine, 1947 - 1948.
(o) Journal of the Royal Society of Medicine, 1948 - 1949.
(p) Journal of the Royal Society of Medicine, 1949 - 1950.

(q) Journal of the Royal Society of Medicine, 1950 - 1951.
(r) Journal of the Royal Society of Medicine, 1951 - 1952.
(s) Journal of the Royal Society of Medicine, 1952 - 1953.

(t) Journal of the Royal Society of Medicine, 1953 - 1954.
(u) Journal of the Royal Society of Medicine, 1954 - 1955.
(v) Journal of the Royal Society of Medicine, 1955 - 1956.
(w) Journal of the Royal Society of Medicine, 1956 - 1957.

HISTORY OF RADCLIFFE COLLEGE

CHAPTER I

The Budding of the Idea

The following account is almost entirely a factual one, gleaned from many pamphlets written through the years since the institution of Radcliffe first started, then under another name, and from its presidential reports. My own comments appear, from time to time, based upon my own observation, while an undergraduate student at Harvard College during the school years of 1913 - 1915, and 1916 - 1918.

The budding of the idea, of a school for women, utilizing the educational blessings of Harvard, started about 1876 in the brain of Mrs. Gilman, of Cambridge, Mass., the wife of Mr. Arthur Gilman. Their daughter had, at that time, reached the age where her parents felt that she was prepared to undertake a college education. There were, at this time, various women's colleges which she could attend, but her mother conceived the idea of a separate school for women, staffed by Harvard's professors. The courses taught were to be the same as those taught at Harvard, with idea that adaptations to the needs of women would gradually follow. After thus thinking the matter over, she communicated

her ideas to her husband, and, from time to time, urged him to take some steps to bring about its realization.¹

Mr. Gilman was, himself, an historian of some note in his day. Mrs. Gilman's idea intrigued him, and he set about to see what he could do among his professorial friends at Harvard. This was in 1879, the brooding over the idea having gone on for about three years. Radcliffe was not of spontaneous birth by any means.² Before the Gilmans started the idea, in fact, while they were considering it, a Miss Abby Leach,³ in later years a professor at Vassar, had convinced three Harvard professors, from whom she had sought and obtained private instruction, professors Goodwin, Greenough and Child, that a young woman of college age could do quite as well in college work as young men.

Fortunately, so far as impressing these gentlemen was concerned, her intelligence was above the average. She has sometimes been spoken of as the "nucleus", and "the entering wedge" for this reason. Therefore, when Mr. Gilman approached these gentlemen with his idea, he found them in a most receptive mood. Other points of some significance were to be found in the facts of women having attended Harvard lectures and summer courses.

The favorable reception given to the idea by professors

1 Wheeler, W. H., "The Society for the Collegiate Instruction of Women, commonly called 'The Harvard Annex', the story of its beginning and growth, its organization and present supporters, the scholastic life of its students, etc."
Printed by W. H. Wheeler, at Cambridge, Mass., 1899.

2 "Radcliffe College, 1879 - 1929" - Harvard Univ. Press - 1929.

3 "An Acre of Education" - Harvard Univ. Press - 1938.

... to the ... of the ...

... was, himself, in possession of ...

... he could do ... his professional ...

... in 1873, the ... over ...

... years. ... of ...

... while they were ...

... a professor at ...

... from ... and ...

... professor ... and ...

... of college ... as well as ...

... no ... these ...

... not ... the ...

... of ... and ...

... other ... to be ...

Goodwin, Greenough and Child inspired the next step, the forming of a committee. Professor James B. Greenough, above referred to, had been the first of the three professors to approve the plan. Professor Greenough furnished Mr. Gilman with a faculty list.⁴ Then, Mr. Gilman sought out, and secured President Charles W. Eliot's cooperation. Professors William James, and N. S. Shaler gave their approval, and the committee was formed, of which Mr. Gilman became secretary, which post he faithfully served in until his death in 1909.

On January 24, 1879, at a meeting of Professor and Mrs. Greenough, Mr. and Mrs. Gilman, and Miss Alice Longfellow, the latter proposed, as an addition to their committee, Mrs. Louis Agassiz, Miss Lilian Horsford, and Mrs. Josiah B. Cooke. On February 6th Mr. Gilman reported that Mrs. Agassiz had accepted. Thereupon, Mr. Gilman wrote to President Eliot, asking if there was any objection to the plan. President Eliot called on Mr. Gilman at once, to assure him of his approval. Mr. and Mrs. Gilman's idea was to appease two groups of people, one of whom wished women admitted to Harvard at once, and the other opposed it indefinitely.⁵ By having the same professors, who taught at Harvard, teach the young women, they would be getting the same instruction, but there would be no mixing of the sexes, and the second group could thus be pacified. The board of women to run the new venture consisted, finally, of Mrs. Louis Agassiz, Mrs. E. W. Gurney, Mrs. J. P. Cooke, Mrs. J. B. Greenough, Miss

⁴ Paton, Lucy A., "Elizabeth Cary Agassiz" (a biography), Houghton Mifflin Co., Boston, 1919. Chapter IX.

⁵ Op.cit. ff. 4.

Arthur Gilman, Miss Alice M. Longfellow, and Miss Lilian Horsford.

Thereafter, it was agreed that the new venture should be named "The Society for the Collegiate Instruction for Women", and Mrs. Louis Agassiz accepted the presidency.⁶ Some Harvard wag at once dubbed it the "Harvard Annex", and this name stuck through the years, until that of Radcliffe College was adopted, legally.⁷

With twenty-seven girls, who had passed the regular Harvard College exams and entered, but two of whom dropped out subsequently, twenty-nine classes were started. Seven professors, four assistant professors, and twelve instructors from Harvard formed the first faculty. The budding of the idea was over. The bud had opened.

6 Op.cit. ff. 4.

7 Op. cit.ff. 4.

CHAPTER II

Mrs. Agassiz' Kindly Reign 1879 - 1903

Professor Louis Agassiz, the husband of Elizabeth Carey Agassiz, had died Dec. 14, 1873, and it was over five years later that Mrs. Agassiz noted, in her diary, her first connection with the establishment of what was later to lead to Radcliffe College.¹ Her fitness for the position of president was based on her personal characteristics, and on her experience in her "School for Girls", founded in 1856 by Mrs. Agassiz to assist her husband financially,² and implement, thereby, the amount he received for his duties as a professor, which was barely enough to live on. Her own family life had been a happy one, and her understanding of the young eminently fitted her for what was to become her chief life's work.

Mrs. Agassiz first called the 27 applicants her "Harvard girls",³ and, from the first, the institution had the strength of a university faculty. Harvard, without co-education, except in small advanced classes, gives Radcliffe as much as possible of what Radcliffe wants. The two corporations are separate and distinct, but with the College getting the benefit of the whole

1 Lucy A. Paton, "Elizabeth Carey Agassiz" (a biog.), Houghton Mifflin Co. Boston 1919, Chap. IX - XIII

2 Christina H. Baker, "The Story of Fay House", Camb. Univ. Press, 1929.

3 "An Acre of Education", Harvard Univ. Press, 1938.

LETTER II

1954 - 1955, 1956 - 1957

Professor Maria Kuznetsov, the husband of Alexander Kuznetsov

was born on Dec. 14, 1893, and it was over five years

later that Mrs. Kuznetsov moved to her birth, her first

connection with the establishment of what was later to lead to

abolition of slavery. Her mission for the position of president

was based on her personal characteristics, and on her ex-

perience in her "School for Girls", founded in 1923 by Mrs.

Kuznetsov to assist her husband financially, and in 1924

thereby, the amount he received for his duties as a professor,

which was barely enough to live on. Her own family life had

been a happy one, and her understanding of the young or recently

married her for what was to become her chief life work.

Mrs. Kuznetsov first called the 25 abolitionists her "society."

and, from the first, the institution and the strength

of a university faculty. However, without co-operation, except

to small advanced classes, Mrs. Kuznetsov was much as possible

of what Kuznetsov wrote. The two connections are separate and

distinct, but with Mrs. Kuznetsov keeping the female of the whole

family.

1954 - 1955, 1956 - 1957

1954 - 1955, 1956 - 1957

1954 - 1955, 1956 - 1957

1954 - 1955, 1956 - 1957

teaching force of Harvard.

The original committee working with Mrs. Agassiz, and listed in chapter one, at once went to work. The tuition⁴ had to be higher than that at Harvard, \$200. per year, while Harvard could keep its charge down to \$150. This was due to the youth of the institution. It lacked the resources. Some twelve to thirteen thousand dollars was the first sum raised to start off with.⁵

The courses taught were to be the same as those taught at Harvard, with the idea that adaptation to the needs of women would gradually follow.⁶ Both the student population and the number of Harvard professors grew.

The highest certificate issued was equivalent to an A.B. degree, a second one showed four years of study without Latin or Greek, and a third one was used as an annual certificate. The cost was considered expensive as conditions then were. The continued cooperation of Harvard was all the students sought, without any thought of competition with Harvard students, the connection with Harvard's educational facilities being the all important element.⁷

In 1882 the "Harvard Annex" became a legal corporation, and many more prominent Harvard professors joined its staff. The girls who received degree certificates had to pass the same entrance tests, and the same college tests as did the Harvard

4 Op.cit. ff. 1.

5 W. H. Wheeler, "The Society for the Collegiate Instruction of Women in Cambridge", Printed by W. H. Wheeler at Cambridge, Mass., 1884.

6 W. H. Wheeler, Publication of 1891, on Ibid.

7 Op.cit. ff. 5.

students.⁸ In 1884 official connection with Harvard was the one element lacking. English Cambridge University gave them their cue for desiring this.⁹ The letters from the pupils, which Mr. Wheeler quotes from in his 1884 publication, shows enthusiasm for and appreciation of the training received at "Harvard Annex". The opportunity for graduate work was especially stressed by one pupil. There was at this time no credit given for graduate work. One pupil felt there was not enough social life, but another said she found all she wanted. The general opinion was, that the "Harvard Annex" offered opportunities not to be found elsewhere. Another student wrote "The Annex is virtually Harvard, and emphasized the cultural advantages, and the atmosphere of learning, which every Harvard man feels.

The "afternoon teas"¹⁰ were started to make life more interesting to the girls. The ostensible purpose was to make the girls better acquainted with their professors, but, by 1913, when the Radcliffe girls were attending Harvards' University teas the actual purpose appeared to be to bring the young women in contact with eligible youngsters at Harvard. It was there that I met Professor Palmer, one of the last of the old guard, who had first taught at the "Harvard Annex".

Radcliffe became Harvard's official visitor after 1894.¹¹ From 1879 to 1894 Radcliffe had been tacitly approved of by Harvard as the "Harvard Annex". After 1894 Radcliffe could

8 Op.cit. ff. 6.

9 Op.cit. ff. 5.

10 Op.cit. ff. 6.

11 "Radcliffe papers", pps. 1-7, Boston Public Library, Boston, Mass., 193?.

legally grant degrees, but they had to bear the stamp of Harvards' approval, which was wholly academic. The quality of Radcliffe education approximates that of Harvard, Harvards great library, the greatest university library in the U. S. is wholly open to Radcliffe. Radcliffes' environment, from the historical point of view is built of American traditions, and she is in the cultural center of the U. S. She advises her students to pioneer in thought for themselves--acts not circumscribed as in some girls' colleges. Being trained to think is an objective.

~~Here-we-come-to~~ Mrs. Agassiz renamed the "Society for the Collegiate Instruction for Women", with that of "Radcliffe College".¹² Her reasons for this were historical. A certain Anne Radcliffe in England, later Lady Mowson, who died in 1661, had given Thomas Weld, a pastor in Roxbury, the sum of one-hundred dollars "for a scholarship" to Harvard, the first scholarship so given, and Mrs. Agassiz felt that the new female adjunct of Harvard should be called Radcliffe College. With considerable persistence she had her way, although her friends said that "Agassiz College" would be more appropriate. Thus Radcliffe College came into being, and its nick-name of "Harvard Annex" gradually ceased to be heard.

During the later part of 1899 Professors Byerly and Wendell entered into a spirited discussion on the danger of Harvard becoming a co-ed college. From the time of Radcliffe being permitted, in 1894, to take certain graduate courses at Harvard, Professor Wendell had been looking on the proceedings with a

¹² Op.cit. ff. 1.

jaundiced eye. In October 1899 he spoke his mind in the Harvard Monthly.¹³ Few Radcliffe students, Professor Wendell found, had taken them in the first six years when they could. In the act of permitting Radcliffe students to take these courses he saw the possibility of Harvard becoming a co-ed institution, a development of which he heartily disapproved. He also found that Radcliffe, after securing the right to confer bachelor degrees, had had several students do enough work to merit a Ph.D., but had consistently refused to do so, in hopes Harvard would confer this highest honor on its women.

Professor Wendell believed that, to keep Harvard a man's college, it should revoke the privilege of permitting women to attend its courses. He further contended that Harvard instructors should confine their outside work to research as being most valuable to the College, rather than increase their salaries by the repetitious method of teaching at Radcliffe. Professor Byerly¹⁴ took issue with Professor Wendell on these points, stating that neither Harvard nor Radcliffe favor any complete form of co-education, and that the wedge driven in, in that direction, was insignificant, and should not be regarded as a wedge, in fact. Further, he considered the extra teaching of Harvard instructors at Radcliffe less of a drain on them than any other outside work engaged in by them to increase their salaries.

Professor Wendell also brought up another point, that he thought Harvard instructors, especially as they grew older, were

¹³ Harvard Monthly, October 1899.

¹⁴ Harvard Graduate Magazine, December 1899.

in "danger of infatuation" when they taught women as well as men, through a weakening of their intellectual fibre, that it made them less virile and effective as teachers of young men. However, he felt that, with increasing endowments at Radcliffe, Radcliffe might remove this danger, as he saw it, by hiring an independent faculty, and that Harvard could supervise this movement to keep the standard of such a faculty on a par with Harvards'. He wished to see the alliance with Harvard lessen. Professor Byerly again took exception, pointing out that various Harvard professors, who had continuously taught at Radcliffe, and whom he named, had shown no "fatty degeneration of the intellect". Both professors apparently continued to hold to their own views.

Here, I must turn back to a great step in the development of the infant college,--the "Story of Fay House", which I can only briefly sketch here from the account given by Radcliffe's talented alumnus.¹⁵ The story of Fay House is so interwoven with the early history of Radcliffe, then the "Harvard Annex", that its existence has become a tradition. Once the only shelter of the "Annex" experiment, to which it had moved from its earliest quarters, it has become the central administration building with the passing of the years. As previously stated, my resume of the "Story" only gives a brief account of the house for its 133 years of its existence, and the land upon which it rests for 295 years.

Guy Bambridge first cleared the land in 1634. It was ruled that all the buildings should be covered with slate or board, and not with thatch, which was regarded as too great a fire hazard.

¹⁵ Op.cit. ff. 2.

in "The Art of Fiction" when they reached home as well as when
known a realization of their intellectual life, that it was
then less visible and effective as teachers of young men. However,
as I felt that, with increasing age, as I realized, I realized
I should remove this barrier, as I was to, by giving an independent
faculty, and that I would have to move to a new
the standard of such a faculty as a part of my work. I
wanted to give the students with Harvard, I wanted
I myself took exception, I collected out that various Harvard
professors, who had occasionally taught at Harvard, and then
in no way, had shown no "faintly characteristic of the intellect".
Both professors were actually mentioned as well as their own views.
Now, I must turn back to a great step in the development
of the Harvard College, -- the "Story of My Life", which I can
only briefly sketch here from the account given by Radcliffe's
beloved student. In the story of my life, as an introduction with
the early history of Radcliffe, from the "Harvard Annex", that
the extension has become a tradition. Once the only student
of the "Annex" movement, to which it had moved from the earliest
quarters, it has become the central institution in relation with
the people of the years. As I have already stated, by reason of the
"Story" only gives a brief account of the years from 1880 to 1885
of its existence, and the first time which it made for 1885 years.
My biography first started the land in 1884. It was told
that all the things should be covered with silver and gold,
and not with silver, which was regarded as too great a life reward.

Of the four acres allowed Bambrige one acre was to come to Radcliffe College. In 1645 his widow sold to William Towne, and Henry Prentice purchased it from him in 1654. In 1806 the last Prentice, John, sold the acre we are concerned with to Nathaniel Ireland, husband of his neice, Sally Prentice. The old house on this acre had seen many stirring scenes, with the Washington Elm in front of it, while in the Prentice family for the past 150 years.

Ireland had paid \$1,200. for it, and in 1807 built on the homestead site the red brick house, which, with many changes, later became known as Fay House. Bullfinch, an architect who had travelled in France, built it, and embodied the French classical ideas along with French concern for convenience in its structure.

In 1814, when Jefferson's embargo of 1807 had finally ruined Ireland's business, he sold the Acre to Joseph McKean. McKean owned it until his death, when his widow sold it in 1818 to John Rynex for \$3,975, but in October 1831 Stephen Higginson purchased it for \$4,000, at once mortgaging it to Harvard College for \$5,000 at 5%. The mortgage was paid in June 1835, and the red brick mansion became known later in the year as the Fay Homestead. Edward Everett had lived there, followed by the Dana family, with Daniel Davis being the last one before 1835, when, at his death, Judge Samuel P.P. Fay secured possession of the House, where his family was to remain for fifty years until the Harvard Annex took the homestead over May 23, 1885. Judge Fay had paid \$4,500. on the death of Higginson in 1835.

In 1836, at the 200th Harvard anniversary, the Reverend

Samuel Gilman visiting the Fay family, and occupying a bedroom fronting the Washington Elm, wrote "Fair Harvard". Marie Fay, Judge Fay's daughter, because of her personal charm and kindness, was the chief reason for Mrs. Agassiz having the name "Fay" kept on the house. It was Marie Fay who sold the "Fay House" to the "Society for the Collegiate Instruction of Women," otherwise known as the "Harvard Annex", and later to take the name of Radcliffe College. Twenty thousand dollars was paid for it, but by 1892 it had doubled in size. Fay House became and remained the heart of Radcliffe.

An old poem on the ancient history of Fay House site is to be found in "An Acre of Education"¹⁶ as follows:

Guy Bambrige
Of Cambridge-
Like Hambridge
O "Aimbridge?"
'Twas lost on
Old Boston-
Still, over the same bridge
The dam or the train bridge
In stout "pally-sadoe"
Back there in the shade-o
Of strong "pally-sadoe"-
That cotter
That squatter
Guy Bambrige
(Say Hambridge)
Of Cambridge

And not in a glade-o
Of Cambridge
A dumbrage
Guy Bambrige
Took umbrage
From bear, wolf and Injun
And scalpin' and singein'
Alloted "i acker"
That old history maker
(Thats "Aim"bridge!
A dim ridge
Of timberage
Called "Westend")
Was not destined
To die with knowledge,
His land made a college

From October 1894 to the middle of October 1895 Mrs. Agassiz spent in Europe, and, while away, she learned with great satisfaction that Harvard had extended the use of Saunders Theatre for the 1895 Radcliffe Commencement. For reasons of health Mrs. Agassiz

¹⁶ Op.cit. ff. 3.

resigned the presidency of Radcliffe July 31, 1899 by letter, the resignation to take effect January 1, 1900. This the Associates of Radcliffe, in the committee of Charles E. Norton, Annie L. Barber, W. E. Byerly, Mary H. Cooke, John C. Gray, James B. Greenough, and Sarah W. Whitman, accepted, with the proviso that she accept the position of Honorary President of Radcliffe College. This she agreed to, and Dean Irwin took over most of the active duties, with Mrs. Agassiz occasionally acting as an advisor. Her children, grandchildren and friends subscribed \$110,000 for a Students House on her 80th birthday, which she recorded in her diary as "quite a mouthful". Finally, on May 26, 1903 Mrs. Agassiz resigned the honorary presidency, and Dean LeBaron Russell Briggs of Harvard was chosen to succeed her, and he assumed his active duties June 1903.¹⁷

On her 80th birthday Dean Briggs had composed a poem in her honor on her earlier and later life, which follows:¹⁸

Worthy wearer of his name-
Loved, though long departed-
His whose learning, rank and fame
Left him simple hearted,

Thine the age that sweetens youth,
Softens each affliction;
Heavens everlasting truth
Lights thy benediction.

Never song by poet sung
Stirred the gladdened bearer
Like the soul, that ever young,
Brings the Godhead nearer.

17 Op.cit. ff. 1.

18 Op.cit. ff. 1.

When our years fly on space,
When our hearts are colder,
May we, thinking on thy face,
Graciously grow older,

Grow like thee in tranquil heart
Touched by Time's caressing.
When we choose the better part,
Eighty brings its blessing.

L.B.R. Briggs.

In June, 1905, Agassiz home was completed, much to the kindly old lady's satisfaction.¹⁹ She was unable to attend its opening, because of a slight cerebral hemorrhage at the time, but visited it shortly afterwards, and advised its construction. Two years later, in failing health, the shock of her friends' death, Mrs. Henry (Sally) Whitman, sent her into a rapid decline, and she died on June 27, 1907, only a few days after Mrs. Whitman. Her life work had been well done.

¹⁹ Op.cit. ff. 1.

CHAPTER III

Dean LeBaron Russell Briggs Presidency, 1903-1923.

Upon the election of Dean Briggs of Harvard as President of Radcliffe to succeed her, Mrs. Agassiz had exclaimed to President Eliot, "How could our little craft be moored more safely than she now is!"¹ President Eliot heartily approved of the selection.² Dean Briggs, himself, had aroused favorable comment, in his speech at Smith College's quarter century celebration, by his reference to Dr. Fuller's Church History of Britain on the "Conveniency of She-Colleges", but President Neilson, later, in his characteristically humorous fashion, said that Dean Briggs' chief contribution to Radcliffe was to make it respectable. However, Professor K.G.T. Webster, in a more serious vein, said that Radcliffe had gotten "a man of unbounded humanity, who put all his abilities unreservedly at the service of the institution." This, I think, is the universal belief of all Harvard men.

Helen Keller, usually regarded as the best known and most remarkable Radcliffe product, received her degree in 1904, a year after Dean Briggs became President of Radcliffe. Many others could be mentioned, if space permitted, but the amount of matters

¹ "An Acre of Education", Harvard Press, 1938.

² "Radcliffe College 1879 - 1929", Harvard Univ. Press, pub. 1929.

CHAPTER III

THE DEATH OF ABRAHAM LINCOLN, 1865-1866

When the effect of the death of Lincoln on the people of the United States was considered, it was not only the fact of his death, but the fact that he was a man of such high character and such high ability, who had been so long and so faithfully in the service of his country, that the people were so deeply affected by his death.

Dean Butler, himself, had a personal knowledge of Lincoln, and he was one of the few men who had known him in his private life. He was a man of high character and high ability, and he was one of the few men who had known him in his private life. He was a man of high character and high ability, and he was one of the few men who had known him in his private life.

However, Professor A. A. Phelps, in a paper read at the meeting of the American Historical Association, in 1893, said that Lincoln was a man of high character and high ability, and he was one of the few men who had known him in his private life.

John Keller, usually regarded as the best known and most reliable Lincoln biographer, received his degree in 1894, a year after the death of Lincoln. He was a man of high character and high ability, and he was one of the few men who had known him in his private life.

"The Death of Lincoln," Harvard Press, 1895.
"The Death of Lincoln," 1895 - 1896, Harvard Press, 1895, 1896.

to be covered do not do so. Professor Copeland was supreme in Miss Keller's affections, notwithstanding his refusal to teach argument at Radcliffe, and his humorous comment of "How deplorable for women to become apt in argument. We can't obliterate a natural tendency, but why cultivate it?" The question arises, how serious was the professor.

During Dean Briggs' presidency the free elective system of Eliot's Harvard narrowed definitely toward the tutorial one of President Lowell, who had succeeded President Eliot, and now that is giving way to Harvard's new president's idea, Mr. Conant, whose plan emphasizes the Humanities, with a dean of instruction to guide the student in their last three years of college--a near return to President Eliot, perhaps Harvard's greatest president to date. Radcliffe has followed suit in this.³

Dean Briggs expressed his creed as follows: "For purity of thought and heart, for patient courage, for recklessly unself devotion, for the love that rests, and strengthens and inspires, we look to women. These are the best things in women; these are the best things in life: in them men cannot compete with women, and women lose them if they compete with men."⁴ Professor Whitehead of Radcliffe's "Personnel Course" defines the true function of a university to be "To preserve the zest of life by uniting the young and the old in the imaginative consideration of learning."

President (Dean) Briggs' estimate of Radcliffe is to be

³ Op.cit. ff. 1.

⁴ Op.cit. ff. 1.

found in his article "An Experiment in Faith"⁵, published in 1929, paraphrased as follows. He tells us that the public is interested in a college according to what it accomplishes. The accomplishments, in turn, depend on whether the college is a stable institution. Radcliffe, he thinks, has shown itself to be so, and has steadily presented courses taught by many of Harvard's strongest teachers, thereby assuming a moral responsibility for its existence. He points out that Radcliffe, in the last twenty years, has approximately doubled its student population, with graduate students, especially, from many states and many nations, with its own library and certain privilege at Harvard's Widener Library increasing its sources of information to a great degree. Thus Radcliffe, he explains, has actually become a part of Harvard University, without co-education resulting and that it is striving toward securing a heavy enough endowment to bear its share in the costly teaching which Harvard maintains. Girls, he informs us, who want co-education can find it in other institutions within the U.S., but that Radcliffe's main strength lies in its facilities furnished by Harvard, with all of the Harvard tradition thrown behind it. He concludes that the results of this association have shown themselves in the brilliant women graduating and receiving degrees at Radcliffe for both undergraduate and graduate work, and that no one can prophesy how great an institution Radcliffe will grow to.

Dean Briggs had resigned in 1923, and Ada L. Comstock, at

⁵ "An Experiment in Faith", Radcliffe College, by LeBaron Russell Briggs, Atlantic Monthly, Jan. 1929.

the time a dean at Smith College, had been chosen to succeed him. In 1924, the cornerstone of Briggs Hall, named in his honor, had been laid by him. As he did so he jokingly remarked, "with all the people living in it".⁶ Nearly eleven years after his resignation, on April 24, 1934, Dean Briggs died suddenly, without warning of illness.⁷ He had taught either Greek or English at "Harvard Annex" from 1879 to 1893, was President of Radcliffe College, 1903-1923, was also a Member of the Council, ex-officio, during that period, and had served thereafter, from 1923-1934, as a Trustee. "Truth and devotion" was his life motto, and as inspirational to him as the Greeks' motto was to them, of "Moderation in all things." Fairness was his outstanding characteristic among his students, which harmonized well with his cheerful, friendly exterior.

Robert Hillyer's estimate of Dean Briggs, found in "An Acre of Education"⁸ on page 37, will give us a general idea of the kindly respect which Dean Briggs inspired:

"His head thrown back, his amiable walk
Timed equally to progress or to talk...
These I remember, and remembering, see
The Dean walk home toward immortality."

⁶ Op.cit. ff. 1.

⁷ 1933-34 Report of the President of Radcliffe College.

⁸ Op.cit. ff. 1.

the time of death of Smith College, had been known to be
him. In 1934, the correspondence of Smith College, dated in the
month, had been laid by him. It was said to be highly relevant,
with all the people living in it. The letter dated 1934, after
the termination, on April 24, 1934, when Smith College was
without mention of this. The last letter dated 1934, was
dated at "Smith College" from 1934 to 1935, was President of
Smith College, 1933-1935, was also a member of the Council,
ex-officio, during that period, and had served as President, the
1933-1935, as a President. "The last letter" was his life
work, and as a President, he had to be as a President, with the
fact, of "President" in all letters. The letter was his out-
standing characteristics were the same, which was the same
well with his character, the same character.

Robert Miller's address of the letter, dated in "The
of Education" on page 37, with a number of the
kindly respect with him, and the letter.

"The last letter" was his life
work, and as a President, he had to be as a President, with the
fact, of "President" in all letters. The letter was his out-
standing characteristics were the same, which was the same
well with his character, the same character.

6. Smith College, 1933-1935, was President of the Council of the
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fact, of "President" in all letters. The letter was his out-
standing characteristics were the same, which was the same
well with his character, the same character.

CHAPTER IV

President Ada L. Comstock's Presidency,, 1923-1943

Miss Comstock as before stated came to Radcliffe from her deanship at Smith College. Soon after graduating from college she had joined the American Association of University Women, where she served on various committees, became chairman of the Committee on Recognition of Colleges and Universities, and later of the Educational Policies Committee.¹ In 1920 she was an American delegate to the organizing conference of the International Federation of University Women in London. At Smith College she had attracted attention by her able administrative ability.²

One of the first events during President Comstock's administration was the completing of Briggs Hall, previously referred to. It filled a long felt need.

The health activities at Radcliffe were started by Dr. Florence Gilman under the newly organized Department of Health Education.³ After a years term of service she was given leave of absence for European travel. She had previously studied health education at Dartmouth, Yale, Vassar, and other colleges.

1 Journal of the American Association of University Women -
Fall 1943, p. 33.

2 "Radcliffe College, 1879-1929", Harvard Univ. Press, 1929.

3 1927-1928 Report of the President of Radcliffe College.

Later, she resigned, because she felt that she would be gone for too long a period. Meanwhile, alumnae and friends contributed to revamping a barn for athletic activities.

President Lowell's tutorial system, previously referred to, showed marked progress. Radcliffe tried to make the relations of tutor as informal as possible, and claimed to find the resulting situations highly satisfactory. Possible President Lowells' interest in things English may have caused him to favor this method, as it was distinctly not American. President Lowell's epic on English Government was recognized as the best treatise on that subject.

Much of this year of 1927-1928 was devoted to preparing for Radcliffe's fiftieth birthday party. By vote of the Associates the number of Radcliffe undergraduates was limited to 750, and selection of the best trained applicants became a problem. Also the fellowships funds were nearly all reserved for graduate students with masters' degrees, no limit being set upon the number of graduate students. Holders of doctors' degrees were encouraged to attend Radcliffe through the creation and conferring of the title of Research Fellow of Radcliffe College. This was facilitated through Harvard. Finally, during this year, Radcliffe and Harvard agreed on appointments to the teaching staff, to be jointly supported by both institutions.

The curriculum requirements in the 1930's as might be expected, were similar, but not exactly like those at Harvard. Students chose their own field--six courses necessary in that

field of the sixteen required for a degree.⁴ One course had to be taken in Literature, History, Science, and either Mathematics or Philosophy. General examination tests were given at the end of the undergraduate's four years of study, to test her thinking ability. As at Harvard, her second year saw her get a tutor, with six of the eight tutors being women. Every two weeks, or oftener, a meeting took place, at which coaching for tests, and other problems were taken up. Two weeks before mid-years and finals, lectures and class-room activities ceased, and the instructor advised on books to be read, a self educating process. Higher grades at both Harvard and Radcliffe were said to have resulted.

Graduate work during the 1930's increased steadily, until Radcliffe led all women's colleges.⁵ Her Ph.D.s were making notable contributions in new fields--especially in science, medicine, economics and international relations.

Life after graduation has shown about 55% of Radcliffes' daughters marrying.⁶ They have averaged two children each. Further data shows that 77% of them married college men, 44% being from Harvard. Of the spinsters 71% engaged in regular occupations, with 43% of them becoming teachers. Their earning power increased with the number of degrees held.

The school year of 1928-1929 marked the 50th anniversary of the College.⁷ December 1928 saw the deaths of Miss Alice

4 "Radcliffe Papers, pps. 1-7", Boston Public Library, pub. 193?.

5 Op.cit. ff. 4.

6 Op.cit. ff. 4.

7 1928-1929, Report of the President of Radcliffe College.

Longfellow and Mrs. Arthur Gilman, the last of the seven ladies who were associated in the starting of Radcliffe College. It had been hoped they might live to enjoy the anniversary celebration, in which they were keenly interested. Some 104 colleges and universities contributed to the celebration with 961 distinguished guests. It was a high festival occasion. The College alumnae, of each of fifteen regions within the U.S., donated as many scholarships of \$500. each to an entering Freshman, from their respective localities. Many other gifts were made to the college, amounting to about \$450,000, which was enough to start a new lecture hall. Some \$51,000 had been contributed previously by alumnae. Famous architects volunteered their services.

During this fifty year period some 55 persons had received the Associate in Arts degree, 3,183 their A.B.s, 1,002 their M.A.s, 105 their Ph.D.s, and two each their Dr. of Science and M. of Science degrees.⁸ The assets of the College had grown from \$7,500 to over \$7,000,000. From the first registration of 26 women (in other reports 27) the number had increased to 1,161.

The success of Radcliffe, as an experiment, has been emphasized in the preceding chapter, in my analysis of his article. "An Experiment in Faith--Radcliffe College", published by the Atlantic Monthly, January 1929. The balance of my account must depend, with one exception, on Radcliffes' presidential reports down to the present time, as I have been unable, after much searching, to find any other material at either the Boston Public

⁸ Op.cit. ff. 7.

...and Mrs. ... the last of ...
... who were associated in the ...
... and ... they ...
... collection, in which they were ...
... colleges and universities ...
... 951 ...
... colleges ... of ...
... donated as many ... of ...
... and ... their ...
... to the ...
... enough to ... a ...
... obtained previously by ...

... the ...
... the ...
... and ...
... of ...
... from the ...
... to ...

The ...
... in the ...
... by ...
... January 1933. The ...
... with one ...
... as I have been ...
... to find ...

Library, or Harvards' Widener Library, where I spent many days and hours, as these two institutions have all the known data of Radcliffe.

During the school year of 1929-1930 the name of the "Associates of Radcliffe College" was changed to "Trustees", and changes in time of meeting from the evening to the afternoon were made, with the meetings reduced from five to three.⁹ The new lecture hall, large enough to house all the courses given at Radcliffe, except for the music and science ones, was estimated to cost \$685,000. The classroom, choicest in design and material, a memorial to former President Eliot of Harvard, and to Mr. Arthur T. Lyman, was established by Mrs. Richard C. Cabot, Mr. Lyman's daughter. The General Education Board agreed to the building of a \$500,000 building of laboratories for the physical sciences. It was also noted that the 133 graduate student enrollment of 1919-1920 had increased to 360, and, building conscious, the College was wistfully looking forward to securing one to house its "community of scholars", as President Comstock termed these graduate students.

1930-1931 saw the resignation of Mrs. Ezra H. Baker, notable because of her thirty-four years service to the College as Assistant Treasurer, Treasurer, and Trustee.¹⁰ Also, Mrs. Bridget Hogan died, after many years of service, dating from early "Annex" days, as the organizing chief of the students' lunch room. The new lecture hall came into use, later to be christened Alice Mary Longfellow Hall. Fay House became an administrative building,

9 1929-1930, Report of the President of Radcliffe College.

10 1930-1931, Report of the President of Radcliffe College.

bearing the same relation to Radcliffe as University Building does to Harvard.

Judge Frederick P. Cabot died during the school year of 1931-1932, after serving on the Council for 25 years.¹¹ His abilities had extended into many civic fields, where his human qualities, which had made him peculiarly effective as an official at Radcliffe College, were described as partaking of the best in both men and women. Professor K.G.T. Webster, also, after nineteen years of service, resigned at this time. Laboratories for chemistry and physics, resulting chiefly from the General Education Boards' gift, were built and ready for use by September 1932. Alumnae Wall was then extended along Garden Street and on Appian Way to Longfellow Hall, and included a new gate, the John C. Gray Gate, donated by Mrs. Gray. This replaced Irwin Gate, which was moved to from an entrance to the Yard, between the science building and Appian Way.

Morning prayer service, starting in 1896, and continuing without a break until 1930-1931, struggled through that year, but, by Xmas, 1913, lack of interest had caused its discontinuance.¹² A glance at Harvard, as far back as the fall of 1913, would show a not too enthusiastic response in this direction. I was there. It had been waning ever since, and the Radcliffe girls had really done very creditably. We were certainly not required to go to chapel at Harvard in 1913, although Yale required it for several years after this.

A new formula in Latin appeared on every diploma in June 1932, which read, "Under the conditions established by the Charter of Radcliffe College, the President and Fellows of Harvard College, as Visitors of Radcliffe College, have approved the granting of this degree."¹³ Thereafter, anyone chosen by the Corporation of Harvard, and not necessarily its President could countersign the diplomas. A smaller plate was cast for the purpose.

The International Astronomical Union was held at Radcliffe

¹² Op.cit. ff. 11.

¹³ Op.cit. ff. 11.

Radcliffe following the eclipse of August 31, 1931.¹⁴ It extended over a week with world distinguished astronomers in attendance. The last item of importance to mention was the fact that graduate enrollment dipped this year for the first time.

On March 23, 1933 no additional candidates for the Association in Arts degree were accepted, but, on May 8, 1933, Harvard voted to care for those desiring such a degree, changing its name however, to "Adjunct in Arts".¹⁵

The new quarters for chemistry and physics were christened the William Elwood Byerly Hall, to honor the first Harvard professor to accept the invitation to teach at the old "Harvard Annex", now Radcliffe, which he served for forty-two years.¹⁶ This school year of 1932-1933 also saw plans made to increase library space, effective advertisement of Radcliffe by its Chicago Alumnae at the World's Fair in Chicago, and a careful retrenchment in expenses to effect the current depression. The depression caused a falling off of students outside of Massachusetts, a scarcity of undergraduate jobs, and an unusual number of cases of underweight in the freshman class. It also forced parents to "shop around" to find what colleges would give the most favorable terms. Rival college alumnae began to canvas for enrollments, but the various women's colleges combined to check this zeal. Also, Radcliffe noted that Bryn Mawr, Mt. Holyoke, Smith, Vassar and Wellesley had adapted a new plan of admission based on the "Scholastic Aptitude Test" formula and favored it, so long as quality was not impaired by

¹⁴ Op.cit. ff. 11.

¹⁵ 1932-1933 Report of the President of Radcliffe College.

¹⁶ Op.cit. ff. 15.

this method. A College Entrance Examination Board, which recommended a comprehensive examination in science by the Board, was also noted by Radcliffe, and either of the above methods would be favored, if they resulted in bringing to Radcliffe a selection of students with more mature habits of thought and work, defined interests and enthusiasms, as Radcliffe calls for that type of student.

In September 1934 Mrs. Ella L. Cabot died.¹⁷ She became active in 1902 as a Radcliffe Associate, and in 1904 as a member of the Council, both of which jobs she held continuously thereafter. She had been especially active in securing the Greenleaf estate for the residence of Radcliffe's President. The committee eulogy reads that "She found a college poor and ridiculed". The first part of this is true enough, but I can find no evidence of the latter being true. It sounds a bit like late Victorian euphemism to me. Radcliffe, from every source I have ever contacted, has ranked "tops" among all women colleges, and it has usually been conceded that at no women's college in the U.S. have the scholarship standards ever been higher, not to mention its reference opportunities. The opinion I refer to is that of reasonable minds, not those of moronic quality, which should never be taken seriously at any time. During this school year the office of Dean of the graduate School was created, to care for around one third of the student body. Four points had stood out since 1929. The College had not lost ground. There were no more comfortable surpluses at the end of the academic

¹⁷ 1933-1934 Report of the President of Radcliffe College.

year. Higher costs of instruction were appearing. The College's own library facilities had become irritating.

Changes during the school year of 1934-1935 were varied.¹⁸ No. 8 Appian Way was purchased. The Josephine S. Lowell Fountain was wrecked on All Hallows Eve, in an act of vandalism by what appeared to be local talent, and restoration was planned. Various gifts were received during the year, such as the J. Harleston Parker Gold Medal, a portrait of George P. Baker, of dramatic fame, and \$23, 205.74 at the dissolving of the Master School of Music Association, \$1,000 yearly, for the next ten years, to be spent therefrom for the benefit of instruction at Radcliffe in music. It was voted to permit a student to prolong her work for the A.B. degree beyond the usual four years by carrying on a systematic study outside the College in a field related to her field of concentration. The especial object to be accomplished was to allow young musicians to carry on their professional work in schools or conservatories, and, at the same time, work for their degree at Radcliffe.

Another change saw Radcliffes' bookkeeping in the red by \$181.43. The general demand for the teaching of any subject taught at Harvard predicated the possibility of the teaching of Japanese, which would be an added expense. Also, Harvards' policy, at this time, called for more liberal salaries, and provision of freedom for research with pay, which meant that Radcliffe would follow suit. At Radcliffe, too, the cost of

graduate instruction would proportionally increase. At Boston University, we were recently told, that the graduate students were the only ones who really paid for themselves, an interesting point. Urged on by Dean Cronkbite of the Graduate School the building of a new building for graduates was voted by the Council, and an increase in tuition charges was suggested for the trustees' consideration.

The Tercentenary Celebration of Harvard infected the activities of Radcliffe, as would be expected.¹⁹ Radcliffe's were three in number: Fay House, the first great capture of the then "Harvard Annex"; Byerly Hall, showing women in science; and the Library, with its books by alumnae. The "three great days" of September 16, 17, and 18 were taken part in by Radcliffe through appropriate officers. The college seal was changed upon a further study of the Anne Radcliffe arms at this time. The two faculties of Arts and Sciences, and the Graduate School of Education recommended the new degree of Master of Arts in teaching, and it was accepted. Also, the Graduate School made special arrangements with the Episcopal Theological School. Undergraduate choice of studies, and restrictions on class attendance were liberalized. Another attempt, too, was made by Cambridge ministers to bring back morning prayers into the college program.

The Massachusetts law, singling out teachers, as a class, to take the Oath of Allegiance went into effect in 1935-1936,

¹⁹ 1935-1936 Report of the President of Radcliffe College.

and was carefully observed at Radcliffe, but, as class legislation, it was naturally resented. Regimentation of teachers, and not of other vocations was regarded quite naturally as savoring of dictator methods. Radcliffe and six other women colleges hired a professional writer, at this time, and re-appointed him for 1936-1937, to write articles on womens' colleges in a general way, to stimulate interest. The Committee on Resources, started in 1930, had, by 1936, gradually compiled an index of all gifts to the College since its beginning, and, from June 1936, its members served without pay. The LeBaron R. Briggs Fund for Instruction was established by the Alumnae and friends. Professors of long standing, George L. Kittredge, George G. Wilson, and Edwin F. Gay ended their teaching at Radcliffe in June 1936, while Professor William E. Byerly, the last of the original group responsible for the creation of Radcliffe College, died December 20, 1935. He is generally conceded to be the most influential factor in the early development of the College. Miss Comstock was granted a leave of absence for the second semester of 1935-1936, for which she thanked the governing boards.

The Ella Lyman Cabot Hall, on Walker Street, was completed for dormitory use by September 1937, housed 72 students, and had certain conveniences not found in the other dormitories.²⁰ The Alumnae Fund Committee and friends furnished the new hall, and each room was given the name of some donor whom Radcliffe wished to remember. This year saw Radcliffe taking note of President

Conants' new plan of study, before referred to, which has superseded the tutorial one of President Lowell, and which is truly American, not an imitation of Englands'. It is so fascinating that a brief re-description will do no harm. The core of it consists of independent, but systematic reading and study, including occasional lectures and other devices, all for the purpose of developing a broad, general American culture. Growing out of this, Harvard offered the new degree of Doctor of Philosophy in American Civilization, and Radcliffe "followed suit". Radcliffe, like Harvard, had also established an Appointment Bureau, to help its students and graduates find employment. Her training course in Personal Administration looked in this direction. During this year Radcliffe started to step up its campaign to raise nearly \$4,000,000 for endowment and equipment. It was also planned to raise the tuition charges, beginning the school year of 1938-1939, to \$450, with all dormitories to bear the same rentals, the rates varying each year with the costs. Two items concluded the year's activities, the first being a package of letters concerning the Tercentenary Celebration, with items relating to Radcliffe's share in it, was sealed in the presence of the Board, to be opened in 2,036, and the second was the turning over of Bertram Hall, and Saville House to graduate students, which could be done as a result of finding accommodations for undergraduates in Cabot Hall.

The school year of 1937-1938 saw a rise in numbers in both the College and Graduate School, with a wider geographical distribution.²¹ The graduating classes continued to lead

21 1937-1938 Report of the President of Radcliffe College.

Consequently, the plan of study, before mentioned, which was submitted
and the principal one of the school, and which is truly
the basis of the school, is in no way
that a high standard of work will be maintained. The course of
study is independent, but systematic reading and study, for
all the necessary factors and other factors, all for the
purpose of developing a person, who will be a useful citizen.
out of this, several other new forms of work of
philosophy in various directions, and which is followed
with. The school, like the others, has also established an English
club, to help the students and teachers find enjoyment.
The English course in the school is looked upon as
direction. The school has been established to stand up to
the standard of being a study of, for enjoyment and education.
It has also planned to place the school under the
school year of 1937-1938, to be held all the time as to have
the same results, the school varying each year with the course.
Two years ago, the school was in a position to be held a
course of study, the school was in a position to be held a
with those relating to the school's work in it, was held in
the presence of the school, to be held in 1937, and the school
was the first year of the school, and the school was to
the school and the school, which could be done as a result of finding
the school for the school in the school.
The school year of 1937-1938 was a time in which to go to
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Harvard in percentage, in the award of honors, thus showing what one would naturally expect, a higher grade of selection among the students. The fall showed collaboration between Harvard and Radcliffe in opening bio-chemistry as a field of research for graduates of both graduate schools, with Dr. William F. Ross in charge. At 5 Hilliard Street a tract was purchased by Radcliffe, bounded by Brattle Street, Ash Street, Ash Street Place, Fuller Place, and Hilliard Street. Also, 55 Brattle Street, adjacent to Radcliffe on Farwell Place, was bought. An attempt to force Radcliffe to purchase, at a stiff price, a lot next to Cabot Hall, under threat of erecting an apartment house there, failed. The apartment house was built, and did not add to the beauty and privacy of the Radcliffe dormitories.

Professor Chester N. Greenough, whose health had forced him to give up teaching in December 1937, died during the school year. From my own experience in two courses with Professor Greenough, it must have been a real loss to Radcliffe. He was steeped in the seventeenth century charm of the Addison and Steele period.

It became evident this year that a \$1,000,000 general endowment fund must be striven for at once, if Radcliffe's book-keeping was to be lifted out of the red. The drive for funds for the college slowed down in 1938-1939, with the fear of war in the offing, and Radcliffes expenditures had exceeded its income by \$3,500.²²

Enrollments increased, with an even wider geographical representation. Refugee students began to be supported by the student body. The Personnel Administration course grew. Mlle. Nadia Bonlanger, Professor Harold Laski, and Miss Dorothy Stimson, gave a series of lectures. Chapel attendance nearly doubled, perhaps the result of the gathering war clouds.

The "Committee of Eight", dealing with tenure and promotions for Harvard and Radcliffe instructors made special arrangements whereby the instructors would be assured of sufficient support, without being obliged to take on too much work. It has been thought at Radcliffe, that some of its teachers have a better chance to show their skill as teachers because of the classes being smaller than at Harvard. Throughout the year the threat of war, and women's position in backward autocracies was disquieting. Refusal to hire married women was increasing, and was deplored by Radcliffe as a retrogressive step in civilization. Teaching in the Boston schools has been premised on this for these many, many years.

The closing of the books, 1938-1939, had shown a small but favorable margin. October 2, 1939 the Council voted to add the new degree of Bachelor of Science, with the usual Harvard requirements. President Comstock expressed herself as feeling that if, at the end of his five years apprenticeship, there is no permanent post for a qualified Harvard instructor, he is, nevertheless, better fitted for academic work, and that Radcliffe may well avail herself of this in seeking able young men as instructors.

During 1939-1940 the property at 55 Garden Street, at its

assessed valuation of \$16,700 was purchased by Radcliffe.²³ The erection of a music building, also, became possible, through the bequest of Mrs. Georgine H. Thomas, to bear her father's name, Daniel Henry Holmes. Mrs. Elizabeth G. Evans left \$15,000 to Radcliffe, earmarked for fellowships to graduate students from countries under dictators who were denying free enquiry. On June 17, 1938, the Trustees authorized the use of Radcliffe's dormitories for temporary summer housing of refugee children.

There has been a certain apathy among the young toward the U.S. institutions, partly due, perhaps, to the knowledge that youth of totalitarian countries are early introduced to state activities; whereas, here, the nations youth are not taken as seriously by their elders.²⁴ President Comstock felt we should not try to mold the opinions of our students, but give them free rein, and profit by what they may suggest that has definite worth.

Of \$118,949.55 in gifts and bequests during the school year of 1940-1941, \$86, 801.82 was earmarked for the Radcliffe College Fund for Endowment and Equipment.²⁵ By purchase of the Vaughn property at 57 Garden Street, subject to Miss Vaughn's life estate, the dormitory quadrangle on the Garden Street side was protected. A new Health Center at 64 Brattle Street, with Physicians' offices, was planned for 1941-1942, to serve as a

²³ Op.cit. ff. 17.

²⁴ 1939-1940 Report of the President of Radcliffe College.

²⁵ 1940-1941 Report of the President of Radcliffe College.

"rest house" for a limited number of students with "minor illnesses". Anticipating the loss of enrollment in the Graduate School of Arts and Sciences, the spring of 1941 saw Harvard's Committee on Educational Policy recommend opening up all graduate courses to "properly qualified Radcliffe women".

A New England Deposit Library to serve the Boston region was started, with Radcliffe being offered 2,400 running feet of shelving for little used books. It was accepted. Radcliffes' own library problem was still unsolved. Bryn Mawr, Mt. Holyoke, Smith, Vassar, Wellesley, Barnard, and Radcliffe agreed to hold annual representative meetings, to discuss academic and administrative problems. Ex President Lowells' article, "Beware the Aftermath", was a clear warning to the world of the disagreements liable to follow an exhausting and bitter war, and that positions held by men might soon be calling for women to fill them.

With the entrance of the U.S. into World War II came a heightening sense of the value of education.²⁶ The Brattle Street health center was opened on schedule, and was enlarged to care for any normal contingency, with a health fee of \$10 and \$20 added to the college bills of non resident and resident students respectively. Cambridge Town and Radcliffe gown became better acquainted through air raid, and fire prevention precautions adopted during the year. The faculty suffered through the draft, and the Colleges' program of studies was seriously effected. Harvard's stepping up its program, to enable youths under twenty to be

26 1941-1942 Report of the President of Radcliffe College.

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graduated before going into the services, caused Radcliffe to call for parallel treatment, allowing the girls to attend the Harvard summer term. This they did in no uncertain manner. As Harvard received the tuition, Radcliffe lost proportionately in revenue, but a \$50,000 bequest from Eugenie H. Emerson, and one of \$82, 403 from the estate of Helen S. Endicott brightened her horizon considerably in this troubled year.

The report of the school year of 1942-1943 covered a three term period from September 1, 1942 to June 30, 1943, which fiscal year corresponded with that of Harvard.²⁷ The death of Professor Kenneth G. T. Webster, after thirty-one years of service, brought a strong eulogy from the Trustees. More than ever the program of the College was in a state of flux, due entirely to the war. On October 6, 1942 the Council gave the President permission to house and feed fifty "WAVES", training at Harvard. Dean Sherman found accommodations for the 72 displaced Radcliffe students in homes outside. The "WAVES" themselves, by their cheerful compliance with their strict discipline, served as excellent examples to offset the ebullient individualism among Radcliffe students. By arrangement with Harvard, which could be terminated by either party after due notice, Radcliffe made out a single cheque to Harvard University, instead of the hundreds formerly made out to individual members of the Harvard faculty. Under this plan departments had the duty of providing

27 1942-1943 Report of the President of Radcliffe College.

Radcliffe with the same instruction advantages as were enjoyed by Harvard. The faculty as a whole framed Radcliffe educational policy, and President Conant, along with President Eliot, will always be regarded as layers of foundations in the service of Harvard to Radcliffe. Miss Comstock, having married Professor Notestein since her last report, spoke highly of Mr. W. K. Jordan, the newly appointed President of Radcliffe, and, as a final word after her resignation, thanked the Board of Trustees of Radcliffe for its cooperation with her during her twenty years of service at Radcliffe.

As a final comment on Miss Comstock's presidency of Radcliffe, it is worth noting that, in her resumes of each years activities, she was always most careful to give all credit to the various officers of the College with whom she worked, and on whose reports she drew in making her own.

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CHAPTER V

President Wilbur K. Jordan's Presidency, 1943

Dr. Wilbur K. Jordan was professor of English History at the University of Chicago, and general editor of the Chicago University Press, at the time of his election to succeed President Comstock.¹ His M.A. and Ph.D. degrees were acquired at Harvard, where he had instructed and tutored in history from 1931-1937, and at Radcliffe from 1934-1937. In 1937 he became a professor of history at Scripps and Claremont Colleges in California. In 1940 he joined the University of Chicago faculty. In 1930 he had received the Sterling Traveling Fellowship. Doctor Jordan took office October 1, 1943 as Radcliffes fourth President.

The new contract with Harvard, engineered during the last year of President Comstock's incumbency, made the faculty of both colleges identical, with minor exceptions.² From this time on Radcliffe's undergraduates, as well as her graduate students, could avail themselves of Harvards' Widener research collections.

¹ Journal of the American Association of University Women - Fall 1943, p. 33.

² 1943-1944 Report of the President of Radcliffe College.

Chapter V

President William A. Jordan's Presidency, 1942

Dr. William A. Jordan was professor of English history at the University of Chicago, and general editor of the Chicago University Press, at the time of his election to succeed President Conant. He was a member of the U.S. Bureau of Education, where he had been recruited and entered in 1921-1922, and he remained there from 1922-1923. In 1923 he became a professor of history at the University of Chicago, and in 1924 he joined the University of Chicago. In 1925 he had received the American Revolution Fellowship and had joined the faculty of the University of Chicago. In 1926 he had been elected to the position of President of the University of Chicago.

The new contract with the University of Chicago, which was signed in 1926, was a landmark in the history of the University of Chicago, and it was a landmark in the history of the American Revolution Fellowship. It was a landmark in the history of the American Revolution Fellowship, and it was a landmark in the history of the American Revolution Fellowship. It was a landmark in the history of the American Revolution Fellowship, and it was a landmark in the history of the American Revolution Fellowship.

I am not of the opinion that the American Revolution Fellowship is a landmark in the history of the American Revolution Fellowship.
2 1942-1943, Report of the President of the University of Chicago.

Radcliffe had financially contributed to the University Libraries, and planned to build its own collection of books into an undergraduate library of about 100,000 volumes. President Conant and Dean Buck were exceptionally helpful in the cases of problems arising out of the new contract. It called for the Radcliffe President to serve on the Harvard Faculty on Educational Policy, and Radcliffe's Dean of the Graduate School on the Administrative Board of Harvard's Graduate School of Arts and Sciences. Radcliffe's President was also to serve on the University Committee on the Objectives of a General Education in a Free Society, charged with recommending changes in curricula. Radcliffe was expected to open up new fields of research for women. The success of the Training Course in Personnel Administration, which had grown from its first five members to a well attended course, was regarded as a possible means of finding these new fields. Research scholarships for mature women were contemplated, and an archive on the Womens Rights Movement was started. Radcliffe secured two National Scholars of promise through participating with the other six womens' colleges in the National Scholarship Plan. This year, too, by arrangement with the Navy Department, Radcliffe was able to lessen her burden of supplying room and board. One notable promotion was that of Miss Mildred P. Sherman from Assistant Dean to Dean by the Trustees, June 1944. From every report her services had deserved promotion for many years before it came. The gifts of the year totaled \$138,192.66,

of which \$36,000 were earmarked for current scholarship needs.

The total undergraduate body had risen to an agreed limit of 800.³ Applications, both locally, and from far distant places had increased, and Radcliffe was able to select with an eye to quality. Its many undergraduates from distant places had made it a truly national college. To reach an objective of housing 80% of its student body on the campus, it was seen that new dormitories, housing at least 100 students each, would have to replace the existing small units. With many of the sons in the army, all womens' colleges increased in enrollment.

The University Committee on the Objectives of a General Education, appointed by President Conant in the spring of 1943, planned curricula in general education at more advanced levels. This change called for an undergraduate to become informed on the workings of a free society, plus a rich knowledge of the past. Effective training in the several fields of knowledge was to be required of all students, with an opportunity in specialized fields of concentration, as previously explained. It looks to me very much like President Eliots' idea, with a new dress on it.

During this year an alumnae questionnaire was sent out, with a net return of 482, from which a satisfactory report on the needs of Radcliffe was drawn up. The training Course in Personnel Administration, started in 1937, and limited strictly in enrollment, came to be regarded in this school year as one of the most important of the graduate courses. Of the

total gifts to Radcliffe for this year, of \$141,542.46, unrestricted use was granted on \$12,500, permanent scholarship endowments taking \$42,000, and current scholarship needs having \$13,000 allocated to it.

Harvard's student body of the past year, admitted under rigorous exams, was largely veterans, and their serious application and earnestness gave a new tone to American education.⁴ Radcliffe students also reflected this earnestness of purpose. It suggested a renaissance in learning. Today, all college students show a certain awareness of a colleges real function, to teach the student to think, to be able to adapt himself to his world surroundings. His cultural view is broadened.

During the succeeding two or three years six courses in the Humanities, four in the Social Sciences, and four in the Natural Sciences will be offered experimentally as electives, with limited enrollments--all in the interests of a general cultural education.⁵ This will curtail the tutorial system, and a senior officer, known as Dean of Instruction, was chosen to guide students in their last three years in college, in their chosen fields of concentration. Thus, the Committee of 1944-1945 saw its recommendations adopted by the Faculty of Arts and Sciences. This has been touched on before, but its importance is so great, that an expansion of the idea should be emphasized. How it can mean other than death to the tutorial system it is hard to see.

As in the case of World War I, World War II tremendously

4 1945-1946 Report of the President of Radcliffe College.

5 Op.cit. ff. 4.

stimulated a certain hunger for knowledge.⁶ Also, the Government is encouraging this trend by its liberal education of veterans. Then, too, higher war wages have made it possible for families to send their sons and daughters to higher schools of learning. Radcliffe has felt the impact of these facts. The Admissions Committee, with its limited enrollment of 800, picked its applicants from a well balanced geographical field, even taking risks on young women inadequately prepared, rather than from the expensive and excellent private schools. This was done because of a "compelling hint of strength", in the selected candidates, who, thirty years hence, can well become leading women in their communities. My comment on this is, that it truly shows democracy at its best. If all institutions showed this vision of Radcliffe, the American public could not complain. It also makes Radcliffe a national rather than a narrow sectional college. Some 80%, of the 1945-1946 Freshmen came from a distance. To aid in nationalizing Radcliffe, by providing more dormitory accommodations, Mr. John F. Moors, a member of the governing boards since 1900, has presented Radcliffe with gifts totalling \$450,000, for a new dormitory, to be named Mary Buckminster Moors' Hall, in memory of his mother. It will house about 80 students, and will provide the central facilities for two more dormitories--sufficient to meet all the housing needs.

This year marked the third time that Radcliffe's deanery was raided for a college president--this last raid carrying off

⁶ Op.cit. ff. 4.

Miss Martha B. Lucas, Associate Dean, to become President of Sweet Briar College.⁷

Also, during this year the total gifts to Radcliffe amounted to \$645, 333. Mr. Moors' personal gift of \$392,000 was the largest single one, but another large amount, of \$183,245, came from the estate of the late Mary E. Dana de Cordova, the income to be used for undergraduate scholarships and graduate fellowships. Other gifts of lesser amounts went to make up the total. Radcliffe's funds are weakest in the amount of unrestricted gifts, but the 1945-1946 increment of \$8,908.88 was a welcome one, with a larger amount in prospect. This type of fund is used as exploratory and working capital, devoted to instruction and advancement of knowledge. This situation is not unique with Radcliffe. Donors, for the most part, like to make some show of big-heartedness, with evidence behind of it, or, at least, they like to know what specific use is to be made of their gratuities.

⁷ Op.cit. ff. 4.

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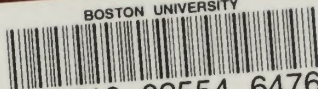
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